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ABSTRACT

A needs assessment of administrators at Wytheville Community College was conducted to identify the needs of management personnel at all levels and to assist in the development of a data delivery system to enhance effective management. Questionnaires were distributed to 20 administrators, including the president, 3 deans, 6 counselors, and 10 other administrators, asking them to indicate their need for information in 11 data areas (i.e., registration, admissions, student status and achievement, student financial aid, student counseling and testing, student placement and follow-up, academic work, instruction and curriculum, personnel management, financial management, and facility and capital equipment management) and to specify the degree to which their information needs were met by existing data services. The study indicated that: (1) the level of dissatisfaction with existing data services was highest in the areas of placement and follow-up, instruction and curriculum, and admissions, and lowest in the areas of student status and achievement, and registration; (2) the greatest need for data services was found in the areas of registration, placement and follow-up, and instruction and curriculum; and (3) the main priorities for components of an in-house data services delivery system were items related to capital equipment inventory, cancelled classes, schedule building, and a master list of graduates. (HB)

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WYTHEVILLE COMMUNITY COLLEGE
Wytheville, Virginia

MASTER PLAN FOR DATA SERVICES

Prepared by

Dr. Jerry L. Beavers
Office of Institutional Research
Report No. 82-1

January, 1982

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TABLE OF CONTENTS

	Page
Introduction	1
Purpose	1
Methodology	1
Findings of WCC Data Services Needs Survey	3
Analysis of Findings of WCC Data Services Needs Survey	14
Priorities for Developing In-House Components of Data Services of Data Services Delivery System	19

LIST OF TABLES

Table		Page
I	Data Categories by Average Percent of Need and Average Performance Score	15
II	Data Categories Ranked by Need and Performance Levels	16
III	Data Needs by Category and Activity Groups	18

CHAPTER I

INTRODUCTION

Purpose

The purpose of this Master Plan is to identify the data needs of management personnel at all levels of the college and to develop a data delivery system that will enhance the efficient and effective management of the college.

Up to this point, the evolution of the college's in-house Data Services Delivery System has been characterized by the development of components in response to the most pressing need. This has proven to be inefficient both from an operational point of view and from the standpoint of resource utilization.

Implementation of this plan should allow the in-house components of the Data Services Delivery System to be developed on a comprehensive systematic basis rather than a hodge-podge basis in response to the most pressing need of the moment.

Methodology

The first step in development of the WCC Master Plan for Data Services was construction of a comprehensive data services needs assessment instrument that could be used to determine the exact nature of data needed for management of the college. Potential users of data were then asked to complete the questionnaire in order to identify specific needs. The questionnaire was distributed to twenty (20) administrators (including counselors and librarians). Of those selected to participate in the survey, eighteen (18) completed the

forms properly and two (2) returned their forms partially completed or with invalid answers. A classification of respondents is presented below:

Status or Level of Respondents

President	1
Deans	3
Other Administrators	10
Counselors	6
TOTAL	20

Major Administrative Unit of Respondents

President's Office	1
Business and Financial Services	4
Instructional Services	7
Student Services	8
TOTAL	20

The results of the survey were compiled (see Chapter II) and analyzed in detail (see Chapter III). A method of prioritizing the identified needs was then agreed upon, and finally, the list of components to be included in the in-house Data Services Delivery System was compiled in priority order (see Chapter IV).

CHAPTER II

FINDINGS OF WCC DATA SERVICES NEEDS SURVEY

Survey participants were asked to indicate their need for any of the ninety-one (91) data items listed in the survey and to specify the degree to which their needs were served by the existing data services. They were also given an opportunity to list additional data items that they needed at the end of each of the eleven (11) categories.

On the following pages the number of persons giving each of the 4 possible responses is displayed before each question along with the number of invalid responses. Shown also is an assessment of the adequacy of current data services through the use of performance scores for each question. The performance score is derived by computing the difference in the percent of participants who answered "A" and those who answered "B" to each item. That is, the percentage difference between those whose data needs are adequately met and those who require the data but whose needs are not adequately served by our current system. To illustrate using question 91; 1, 4, 11, and 2 respondents answered A, B, C, and D, respectively, with one saying his or her needs were adequately met, 4 indicating inadequate data service, 11 persons saying they did not need that data item, 2 respondents indicating uncertainly about the item, and 2 failing to provide a valid answer. The The one A answer represented 5% of the respondents, while the four B answers equaled 20% of the respondents. The performance score results from subtracting the percent answering B (not satisfied) from the percent answering A (satisfied) 5% minus 20% producing a score of -15, the percent difference

between respondents satisfied and those not satisfied with receipt of data specified for each item. A minus score indicates a data service deficiency for the item affected.

A summary of average responses and average performance scores is also provided at the bottom of each data group. Thus, one can identify data needs by category.

Finally, the items of data which respondents wrote in as needed are included after the 91 items listed on the survey. No attempt was made to include these items in either the needs rank or the performance rank since none of them were added by a significant number of respondents.

CODE

A = Data Item Needed and Needs Are Adequately Met by Present System

B = Data Item Needed - Needs Not Adequately Met by Present System

C = Data Item Not Needed By Me

D = Do Not Know - Uncertain About Need For This Item

* = No Answer or Answer Invalid

RESPONSE FREQUENCIES					PERFORMANCE SCORE	REGISTRATION DATA
A	B	C	D	*		
12	3	4	0	1	+45	1. Total student enrollment (headcount and in terms of FTES).
3	8	8	0	1	-25	2. Student enrollment (headcount and in terms of FTES) by academic division.
1	6	10	2	1	-25	3. Student enrollment by source (area high schools and transfers from other colleges).
1	11	6	1	1	-50	4. List of student "Drop-outs" by quarter including names and addresses.
0	7	10	2	1	-35	5. Number of "Add/Drops" by quarter.
3	5	8	3	1	-10	6. Number of student credit hours generated by each course for each quarter.
6	7	4	2	1	-5	7. Student enrollment in day and evening classes by quarter.
7	3	9	0	1	+20	8. Final class lists for each instructor.
10	2	7	0	1	+40	9. Alphabetical listing of students registered each quarter.
0	3	12	4	1	-15	10. Listing of students not permitted to register who have outstanding balances due from previous quarters.
6	3	8	3	0	+15	11. Statistical report on characteristics of enrolled students by quarter (full-time/part-time, ages, area of residency, ethnic origin, etc.)
0	11	6	2	1	-55	12. Report on analysis of student retention between quarters.
1	11	6	1	1	-50	13. Report on student attrition by class year.
1	7	8	2	2	-30	14. Unduplicated enrollments by regional site, both headcount and FTE.
0	4	12	2	2	-20	15. Listing of students by high school and year of graduation.
3.4	6.1	7.9	1.6	1.0	-13.5	

RESPONSE FREQUENCIES					PERFORMANCE SCORE	ADMISSIONS DATA
A	B	C	D	*		
0	6	9	3	2	-30	16. Periodic reports on applications for admissions received to date by quarter of proposed study including name, address, and telephone number of each.
0	4	10	5	1	-20	17. Periodic reports on applications for admission by area high schools (or other pertinent sources of students) including name, address, and telephone number of each.
1	10	5	2	2	-45	18. Periodic reports on applications for admission by academic program/division including name, address, and telephone number and status of each.
0	6	7	5	2	-30	19. Periodic reports on processing of applications for admission including name, address, telephone number and status of each.
1	4	10	4	1	-15	20. Statistical report on characteristics of newly admitted students (full-time/part-time, ages, area of residency, ethnic origin, etc.).
.4	6	8.2	3.8	1.6	-28	

RESPONSE FREQUENCIES					PERFORMANCE SCORE	STUDENT STATUS AND ACHIEVEMENT DATA
A	B	C	D	*		
1	5	10	3	1	-20	21. Grade distribution within discipline and course by class level.
5	2	9	3	1	+15	22. Grade distribution by instructor.
5	7	7	0	1	-10	23. "Failing Students" by quarter.
5	5	9	0	1	0	24. "Incomplete" grades by quarter.
2	7	8	2	1	-25	25. Degrees conferred by quarter.
1	7	10	1	1	-30	26. Students not assigned a major after completion of specified number of credit hours.

RESPONSE FREQUENCIES					PERFORMANCE SCORE		STUDENT STATUS AND ACHIEVEMENT DATA
A	B	C	D	*			
1	7	9	1	2	-30	27.	Students withdrawing from courses after published date of permitted withdrawal.
0	7	9	3	1	-35	28.	Analysis of student achievements in terms of passing grades by academic disciplines.
1	5	9	4	1	-20	29.	Grade distribution by division and program.
0	4	11	4	1	-20	30.	Grade distribution by HEGIS.
5	1	11	2	1	+20	31.	Academic Status (suspension, dismissal, honor roll) by quarter.
2.4	5.2	9.3	2.1	1.0	-14		

RESPONSE FREQUENCIES					PERFORMANCE SCORE		STUDENT FINANCIAL AID DATA
A	B	C	D	*			
0	3	13	2	2	-15	32.	Listing of students awarded financial aid, by program, showing amounts awarded and voucher number.
1	5	11	2	1	-20	33.	Periodic report on students participating in college work-study programs, presenting information on amount awarded, hours worked, payments made, etc.
3	5	10	2	0	-10	34.	Amounts awarded by financial aid program - Summary.
1	4	12	3	0	-15	35.	Information shown in report form that lists all recipients of financial aid and portrays all charges and fees, amounts awarded, other payments made, and outstanding balances.
0	7	10	2	1	-35	36.	Statistical report on number and percent of students receiving financial aid by academic program and major category of award (grants, loans, and scholarships).

RESPONSE FREQUENCIES					PERFORMANCE SCORE	STUDENT FINANCIAL AID DATA
A	B	C	D	*		
0	2	15	2	1	-10	37. Information providing comparison of tuition and fees supported by financial aid to total income received from tuition and fees.
0	3	13	3	1	-15	38. Outstanding loan balances owed by students at end of the quarter.
.7	4.1	12	2.3	.9	-17	

RESPONSE FREQUENCIES					PERFORMANCE SCORE	STUDENT COUNSELING AND TESTING DATA
A	B	C	D	*		
7	8	3	1	1	-5	39. Directory of enrolled students by assigned student counselor/academic advisor.
0	8	8	2	2	-40	40. Students' high school "cumulative grade point averages," SAT scores, ACT scores, and standardized placement test scores.
0	6	11	1	2	-30	41. Confidential report on academic achievements of enrolled students by high school attended.
2	3	10	3	2	-5	42. Confidential report on academic achievements of enrolled students classified as economically, educationally, and/or culturally deprived or disadvantaged.
0	4	10	3	3	-20	43. Comparison of class profiles with actual academic achievements.
1.8	5.8	8.4	2	2	-20	

RESPONSE FREQUENCIES					PERFORMANCE SCORE	STUDENT PLACEMENT AND FOLLOW-UP DATA
A	B	C	D	*		
0	9	8	1	2	-45	44. Alumni employment profile by academic program/division.
0	10	7	1	2	-50	45. Academic performance of graduates attending other colleges or universities by academic program/division.

RESPONSE FREQUENCIES					PERFORMANCE SCORE		STUDENT PLACEMENT AND FOLLOW-UP DATA
A	B	C	D	*			
0	10	7	1	2	-50	46.	Employment status (and employer where applicable) of graduates by year of graduation.
0	9	8	1	2	-45	47.	List of employers who have employed WCC graduates.
0	9.5	7.5	1	2	-47.5		

RESPONSE FREQUENCIES					PERFORMANCE SCORE		ACADEMIC WORK DATA
A	B	C	D	*			
3	4	11	1	1	-5	48.	Instructor teaching load.
0	5	13	1	1	-25	49.	Projected instructor teaching load for the next quarter by instructor.
1	6	11	1	1	-25	50.	Instructor teaching load (information on the number of credit hours, student credit hours, contact hours, student contact hours, new courses, and different courses taught).
0	4	14	1	1	-20	51.	Exception report on those instructors whose teaching load is less than or more than the prescribed standards.
1	6	11	1	1	-25	52.	Information on instructor/student ratios by academic program/division.
0	5	13	1	1	-25	53.	Exception report on those instructor/ student ratios which were not within prescribed standards.
.8	5	12.2	1	1	-21		

RESPONSE FREQUENCIES					PERFORMANCE SCORE		INSTRUCTION AND CURRICULUM DATA
A	B	C	D	*			
2	7	9	1	1	-25	54.	Master list of authorized courses for current academic year.
0	8	11	0	1	-40	55.	Projected and actual student enrollment by course for previous quarters.

RESPONSE FREQUENCIES					PERFORMANCE SCORE		INSTRUCTION AND CURRICULUM DATA
A	B	C	D	*			
0	9	9	0	2	-45	56.	Projected student enrollment by course anticipated in the next academic year.
1	7	9	1	2	-30	57.	Courses whose student enrollment is less than the specified standard (as established by the College/VCCS).
.8	7.7	9.5	.5	1.5	-34.5		

RESPONSE FREQUENCIES					PERFORMANCE SCORE		PERSONNEL MANAGEMENT DATA
A	B	C	D	*			
1	4	14	0	1	-15	58.	Register of authorized positions and assigned instructors.
1	5	13	0	1	-20	59.	Register of authorized positions and assigned professional/administrative staff.
2	6	11	0	1	-20	60.	Register of authorized positions and assigned classified/support staff.
0	5	14	1	0	-25	61.	Information on faculty member teaching assignments in prior quarters.
0	6	13	1	0	-30	62.	List of qualified substitute instructors by academic discipline.
0	4	14	2	0	-20	63.	Faculty members working on advanced degrees.
1	8	11	0	0	-35	64.	Employee annual and sick leave status (confidential).
0	6	14	0	0	-30	65.	Employees who are approaching the retirement age.
0	4	15	0	1	-20	66.	Annual report on personnel turnover (confidential).
0	5	14	0	1	-25	67.	An analysis of faculty/staff salaries by race, sex, rank, work unit, etc.
.5	5.3	13.3	.4	.5	-24		

RESPONSE FREQUENCIES					PERFORMANCE SCORE		FINANCIAL MANAGEMENT DATA
A	B	C	D	*			
5	5	7	2	1	0	68.	Monthly budget progress report on the expenditures by cost center.
3	4	11	1	1	-5	69.	Summary quarterly budget progress reports on expenditures by major organization.
3	5	9	2	1	-10	70.	Summary quarterly budget progress reports on expenditures by major object classes.
0	6	13	0	1	-30	71.	Summary quarterly progress on revenues received by the institution.
0	2	15	2	1	-10	72.	Individual ledger card for each student's account.
2	7	10	1	0	-25	73.	Monthly listing of outstanding purchase orders.
0	4	14	2	0	-20	74.	Cash flow projections on a monthly or quarterly (circle one) basis.
0	4	14	2	0	-20	75.	Long-range projection (3 to 5 years) of revenues and expenditures.
1	7	10	1	1	-30	76.	Cost per student credit hour (or FTES) by program/division.
1	7	11	1	0	-30	77.	Comparison of academic programs/divisions by costs per FTE student.
1	8	9	2	0	-35	78.	Comparison of academic programs/courses costs versus income (tuition and fees).
1	9	9	1	0	-40	79.	Comparison of academic program cost per student credit hour (or FTES) versus other measuresof performance (number of graduates, acceptance at another college, placement in job related to training, etc.).
3	8	8	0	1	-25	80.	Monthly budget progress report on grant expenditures.

RESPONSE FREQUENCIES					PERFORMANCE SCORE	FINANCIAL MANAGEMENT DATA	
A	B	C	D	*			
0	7	11	1	1	-35	81.	Monthly budget progress report on local fund expenditures.
0	4	13	2	1	-20	82.	Stock room inventory.
1.4	5.8	10.9	1.3	.6	-22		

RESPONSE FREQUENCIES					PERFORMANCE SCORE	FACILITY AND CAPITAL EQUIPMENT MANAGEMENT DATA	
A	B	C	D	*			
2	5	13	0	0	-15	83.	Master inventory of capital equipment including location.
0	5	13	1	1	-25	84.	Value of capital equipment inventory including location.
0	6	13	0	1	-30	85.	Summary report on quantities of capital equipment by object class.
0	5	13	1	1	-25	86.	Report on capital equipment fully depreciated to assist in budgeting for replacement of obsolescent capital equipment.
0	4	15	1	0	-20	87.	Summary financial statement of capital equipment inventory presentin acquisition cost, scheduled depreciation, and present net worth.
0	8	12	0	0	-40	88.	Instructional room and student station utilization by course and program/ division.
2	2	15	0	1	0	89.	Report on net assignable space by building and room type category.
0	2	15	2	1	-10	90.	Report on the routine and preventative maintenance that must be performed by building and room on an annual basis.
1	4	11	2	2	-15	91.	Report on library holdings.
.6	4.5	13.3	.8	.8	-19.5		

ADDITIONAL (WRITTEN IN) DATA ITEMS LISTED AS NEEDED

Grade verification report showing grades by section to go back to faculty member.

The entire schedule-building process (each room, instructor, etc.).

Listing of students not permitted to register or are limited in registering because of academic suspension or academic "U"'s.

Analysis of student achievements in terms of passing grades by academic disciplines and students completing developmental studies plus those who do not.

Employment status of graduates indicating employment in areas of study.

VCCS master inventory of equipment including department charged to.

Enrollment status report.

List of cancelled classes.

List of applicants assigned to developmental studies.

Study history profile.

Some sort of student credit hours (FTES) generated.

Promotion status.

Bookstore inventory.

Depreciation schedule.

Student schedules with addresses and phone numbers.

Student enrollment by regional site.

Current financial reports that we receive for state funds broken down by federal grants.

Identification of out-of-state applicants.

List of students with frozen records.

Income level of students and dependent/independent status.

List of Special Service students and veterans.

Master list of all graduates with latest address.

CHAPTER III

ANALYSIS OF FINDINGS OF WCC DATA SERVICES NEEDS SURVEY

An analysis of the findings of the data services needs survey reveals several factors that could be used to prioritize data services needs. Two such factors are shown in Table I; average percent of need by category and average performance score by category. The following explanation of the Registration category will demonstrate how the data in Table I should be interpreted. There were 15 data items in the Registration category. Based on the number of respondents who answered A or B for items on Registration, an average of 47.5% said they needed data from this category. The average performance score for the Registration category was -13.5.

It was interesting to note that all of the average performance scores were negative, indicating that the percentage of persons specifying dissatisfaction with the delivery of data exceeded the satisfied recipients for every data category. Because all performance scores were negative, the larger the score, the greater was the dissatisfaction indicated.

TABLE I

DATA CATEGORIES BY AVERAGE PERCENT OF NEED AND AVERAGE PERFORMANCE SCORE

	NUMBER OF ITEMS	AVERAGE PERCENT OF NEED	AVERAGE PERFORMANCE SCORE
Registration	15	47.5	-13.5
Admissions	5	32	-28
Student Status and Achievement	11	38	-14
Student Financial Aid	7	24	-17
Student Counseling and Testing	5	38	-20
Placement and Follow-Up	4	47.5	-47.5
Academic Work Load	6	29	-21
Instruction and Curriculum	4	42.5	-34.5
Personnel Management	10	29	-24
Financial Management	15	36	-22
Facility and Capital Equipment Management	9	25.5	-19.5

Another approach to establishing priorities for data services delivery is to combine the factors of data need and data delivery performance. The results of this approach are shown in Table II. To establish priorities using this method, ranks are assigned to average percent of need by category and average performance scores by category in Table I based on the magnitude of needs percent and performance score and then these ranks are combined to produce an overall rank or set of priorities for each data category. For example, Registration and Placement/Follow-Up shared ranks 1 and 2 based on

needs, thus the assigned rank of 1.5 for each. Based on the -47.5 performance score, Placement and Follow-Up ranks first. The needs were ranked in accordance with respondents' demand for that data category and the performance ranks were based on the respondents' level of satisfaction with existing data services. Thus, the greater the dissatisfaction, the lower the score and the higher the rank.

In terms of overall priority, the combination of need and delivery performance shows that Placement and Follow-Up gets first priority, Instruction and Curriculum is ranked second, and Admissions would get third priority, etc. Student Financial Aid would get last priority.

TABLE II

DATA CATEGORIES RANKED BY NEED

AND PERFORMANCE LEVELS

	NEEDS RANK	PERFORMANCE RANK	TOTAL RANK	PRIORITY
Registration	1.5	11	12.5	6.5
Admissions	7	3	10	3
Student Status and Achievement	4.5	10	14.5	8.5
Student Financial Aid	11	9	20	11
Student Counseling and Testing	4.5	7	11.5	5
Placement and Follow-Up	1.5	1	2.5	1
Academic Work Load	8.5	6	14.5	8.5
Instruction and Curriculum	3	2	5	2
Personnel Management	8.5	4	12.5	6.5
Financial Management	6	5	11	4
Facility and Capital Equipment Management	10	8	18	10

Another useful analysis of factors that could be used to prioritize data services delivery involves a comparison of data needs by categories in institutional subunits or work areas. The results of this analysis is shown in Table III. This analysis was accomplished by assigning all survey respondents to subunits based on a similarity of work activities performed. For example, the Student Services subunit was composed of the following activities: Counseling, Placement, Follow-Up, Financial Aid, Special Services, and Student Activities. Groupings in other units generally followed their regular administrative unit assignments.

The second step in the analysis was the computation of each respondent's unmet needs as evidenced by his or her answer to the questions in the several data categories. The respondent's data category needs were then listed in Table III under the subunit or activity group to which they were assigned. The number of respondents in each activity group appears in parentheses next to the group title. There was one respondent from the President's Office, 7 from Instructional Services, 2 from Business and Financial Services, and 1 in the Student Services Administration group, etc.

The number of respondents from each group needing data from each category is found by reading down the group column to the row which intersects with the desired data group. For example, all seven of the Instructional Services respondents indicated a need for registration data, while the one respondent from Physical Plant only indicated a need for data in the Personnel, Financial, and Facility and Capital Equipment Management categories.

The Totals column shows the total number of respondents to the survey (20) and the total respondents needing data in each category. The magnitude of the sum in the Totals column determines the needs rank of each category.

TABLE III

DATA NEEDS BY CATEGORY AND ACTIVITY GROUPS DATA CATEGORIES	President's Office (1)	Instructional Services (7)	Business and Financial Services (2)	Student Services Administration (1)	Student Services (6)	Admissions and Records (1)	Physical Plant (1)	Personnel (1)	TOTALS (20)	NEEDS RANK
Registration	1	7	2	1	6	1	0	1	19	1
Admissions	1	6	0	1	3	1	0	0	12	7
Student Status and Achievement	1	6	0	1	5	1	0	0	14	4.
Student Financial Aid	1	3	2	1	3	1	0	0	11	8.
Student Counseling and Testing	1	7	0	1	5	1	0	0	15	3
Placement and Follow-Up	1	4	0	1	3	1	0	0	10	10
Academic Work Load	1	6	0	1	0	0	0	0	8	11
Instruction and Curriculum	1	7	0	1	1	1	0	0	11	8.
Personnel Management	1	7	1	1	2	0	1	1	14	4.
Financial Management	1	7	2	1	3	0	1	1	16	2
Facility and Capital Equipment Management	1	6	1	1	1	1	1	1	13	6

CHAPTER IV

PRIORITIES FOR DEVELOPING IN-HOUSE COMPONENTS OF DATA SERVICES DELIVERY SYSTEM

An analysis of the data services needs survey results provides a clear picture of the specific and general data needs of Wytheville Community College managers. A further examination of the responses to the survey shows a need for improvement in delivery of data services in all categories. This is indicated by the negative performance scores presented in Table I. While there is evidence of satisfactory data delivery for a number of specific items (as shown by positive performance scores for those items) the number of such items is very small. Whether based on data needs alone (Table III) or on a combination of data needs and current delivery performance (Table II), the information gained from the survey provides a basis for prioritizing data services delivery efforts.

After considering various options (and combinations of options) for establishing data services delivery priorities, the following procedure was used. First, data items considered most essential by the executive management team were identified and prioritized. These items were placed at the top of the list in rank order. The next step was to eliminate from consideration three categories of data items: (1) those that could be provided through the VCCS Productivity Analysis System or Student Information Package (some of these have been available for quite a while but the need for them was not known until the data services needs survey was conducted--others are not currently available but are expected to become available when the new VCCS computer system and software is brought on-line); (2) those for which six (6)

or less persons checked response "B" on the data services needs survey; and, (3) those for which base data is not available. The final step was to rank the remaining items according to the number of persons who checked response "B" on the data services needs survey. In cases were items received the same number of responses, they were listed in the order of the rank of their category in Table III.

The rank order list of components which follows was developed using the criteria described above. Computer programs required to generate data reports for each component will be developed in priority order as resources permit. Exceptions will be made only by direction of the president of the college.

Priority List for Developing In-House Components of the Data Services Directory System

1. Master inventory of capital equipment including location.
2. Value of capital equipment inventory including location.
3. Summary report on quantities of capital equipment by object class.
4. Summary financial statement of capital equipment inventory presenting acquisition cost, scheduled depreciation, and present net worth.
5. Stock room inventory.
6. List of cancelled classes.
7. The entire schedule-building process.
8. Master list of all graduates with latest address.
9. List of student "Drop-outs" by quarter including names and addresses.
10. Report on analysis of student retention between quarters.
11. Report on student attrition by class year.

12. Projected student enrollment by course anticipated in the next academic year.

13. Monthly budget progress report on grant expenditures.

14. Comparison of academic programs/courses costs versus income (tuition and fees).

15. Employee annual and sick leave status (confidential).

16. Projected and actual student enrollment by course for previous quarters.

17. Directory of enrolled students by assigned student counselor/academic advisor.

18. Students' high school "cumulative grade point averages," SAT scores, ACT scores, and standardized placement test scores.

19. Unduplicated enrollments by regional site, both headcount and FTE.

20. Students not assigned a major after completion of specified number of credit hours.

21. Students withdrawing from courses after published date of permitted withdrawal.

22. Monthly budget progress report on local fund expenditures.

23. Comparison of academic programs/divisions by costs per FTE student.

24. Monthly listing of outstanding purchase orders.

25. Courses whose student enrollment is less than the specified standard (as established by the College/VCCS).

26. Master list of authorized courses for current academic year.

27. Statistical report on number and percent of students receiving financial aid by academic program and major category of award (grants, loans, and scholarships).

28. Number of "Add/Drops" by quarter.

Current plans call for the data services needs survey to be conducted annually. This will enable the college to measure the amount of improvement made in the Data Services Delivery System and also provide a basis for updating

the priority list for developing additional components. The priority list will be reviewed and updated at least once a year in conjunction with the development of the annual operations plan for each unit of the college.

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